

State of Maine Learning Results GUIDING PRINCIPLES

Each Maine student must leave school as—

- 1
A CLEAR & EFFECTIVE COMMUNICATOR
- 2
A SELF-DIRECTED & LIFELONG LEARNER
- 3
A CREATIVE & PRACTICAL PROBLEM-SOLVER
- 4
A RESPONSIBLE & INVOLVED CITIZEN
- 5
A COLLABORATIVE & QUALITY WORKER
- 6
AN INTEGRATIVE & INFORMED THINKER

Career Preparation for Middle School Students

Form D ◆◆◆◆ Middle School

*Maine Learning Results
Curriculum Integration Project*

**Reason's whole pleasure, all the joys of sense,
Lie in three words—health, peace, and competence.”**

—Alexander Pope, 1688-1744

The original document in this series was produced for secondary students in Autumn 1998, with guidance from—

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The Curriculum Integration Project is an initiative of the Maine Association of Vocational Education Administrators (MAVEA). A primary goal of this initiative is to demonstrate the important role of secondary technical education for the future success of our high school graduates by linking technical and career preparation curricula to the State of Maine Learning Results.

Project Director

Tim Hathorne, Director
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The Middle School document (Form D) is sequenced between Personal Learning Plan—Career Preparation for High School Students (Forms A & B) and Career Preparation for Grades 3-4 (Form C). Together, these documents represent MAVEA's Maine Learning Results Curriculum Integration Project for Career Preparation.



Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.

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(See Form C for Tabs/Parts 1-2. See Form X for Appendixes.)

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Preface

Career Preparation for Grades 3-4 and **Career Preparation for Middle School Students** (begins at Tab 3) are separate documents. They were originally published together because many guidance counselors in Maine have responsibility for students K-8.

The Career Preparation documents in this series are designed to help students become aware of the variety of career pathways possible and to begin to explore which ones they themselves might like. By matching performance criteria to appropriate Maine Learning Results, these documents help students begin to understand how the things they are learning in school relate to the world beyond the classroom.

To Faculty

Use these documents as a checklist for Maine Learning Results.

Career Preparation for Grades 3-4 [Form C: Tabs/Parts 1-2] and *Career Preparation for Middle School Students* [Form D: Tabs/Parts 3-4] were originally published together, part of a series culminating in *Personal Learning Plan—Career Preparation for High School Students* [Forms A & B]. These documents relate career exploration to Maine Learning Results (MLR) and incorporate student performance criteria.

Student performance criteria can serve as both framework and assessment tool for student career research and exploration, for career mini-courses, and for career-related class projects across academic disciplines. Performance criteria are given for each MLR and are designed to—

- ◆ Be observable;
- ◆ Be performed within a given or limited timeframe; and
- ◆ Lead to a product, service, or decision.

This general assessment rubric is repeated frequently throughout.

Task Assessment Rating Key

- 1=Does not meet the standard: *demonstrates part of the skill part of the time.*
2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*
3=**Meets the standard:** *demonstrates all of the skill all of the time.*
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Often, they incorporate a series of tasks and include examples, suggestions, and options for addressing the MLR at varying levels of sophistication and from different points of view.

Both the student and the person supervising the task (guidance counselor, classroom teacher, librarian, etc.) have space for task assessment. *Emphasis is on self-assessment to encourage student ownership.*

These documents include every Career Preparation and Economics MLR for Grades 3-4 and Middle School students as well as particular MLR in English Language Arts, Health & Physical Education, Mathematics, Science & Technology, and Visual & Performing Arts.

Academic MLR are included because of their relationship to all career pathways and to one or more MLR Career Preparation standards. A NOTES section is designed to encourage student journaling and student-faculty dialogue.

Appendixes in Form X provide a short list of references, annotated Internet sites, and a glossary of career-related terms. Two other appendixes were originally published with this series: Rockland District Schools' *Class Activities for Career Preparation K-12* and the Mid-Coast School of Technology/Region 8 Cooperative Board of Education's *Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12*. Copies of these documents are available from—

Curriculum Resource Center of Maine

200 Hogan Road ◆ Bangor, ME 04401
tel 942-1311 ◆ fax 942-1391



MLR Performance Criteria are intentionally broad and flexible.

Acknowledgments

STEERING COMMITTEE

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The *Grades 3-4* and *Middle School* documents evolved from *Personal Learning Plan—Career Preparation for High School Students*, which was produced under the guidance of the Steering Committee at left. Together, these documents form a series. Each one grew out of the ***Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12***, produced by the Mid-Coast School of Technology, Region 8 Cooperative Board of Education. The work of this board provides a foundation for career awareness and planning from pre-kindergarten through grade 12.

Each *Career Preparation* document—*High School*, *Middle School*, and *Grades 3-4*—is patterned after skill standards developed by the ***Research & Curriculum Division*** (R&C) of the **Center for Career Development**, part of the **Maine Technical College System**. R&C skill standards serve as the workplace training plan for high school student interns in Maine Career Advantage (MCA), the Center’s statewide school-to-career pathway. MCA staff, based at each Maine Technical College, train student interns in the attributes they need to demonstrate in the workplace. This training is also effective for middle school students.

Career Preparation for Grades 3-4 (Form C) and *Career Preparation for Middle School Students* (Form D), originally published together, follow the structure of an R&C skill standard: tasks are organized under duty areas and accompanied by assessment criteria. Here, Maine Learning Results (MLR) are the tasks, duty areas are the Maine Learning Result categories, and each MLR is followed by Student Performance Criteria.

These documents also include lists of ideas for class activities related to Career Preparation Maine Learning Results. Lists here are adapted from the middle school portions of ***Maine Learning Results Class Activities for Career Preparation K-12***, by faculty and staff of Rockland District Schools.



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3=Meets the standard: demonstrates all of the skill all of the time.

4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

To Students

Career preparation is about preparing for the future. For you, that future is moving on to high school. While high school may seem far away, it's only a step toward the rest of your life. However, it's a very important step. Your future depends on it.

The choices you make in high school either will impose limits on your future or give you the broadest possible opportunities for later education and work. Therefore, you need to plan your high school courses wisely. Career exploration in middle school will help you find out what your interests and talents are and which career pathway offers you the best chance to use them.

The following document presents each Maine Learning Result (MLR) for Career Preparation as well as academic MLR related to career preparation. Each MLR is accompanied by Student Performance Criteria to provide ideas on what the MLR might mean or "look like" when it's done successfully. The goal is to help you and your classmates relate what you're learning in Middle School to your future education and work.

Space is provided for you and your teacher, guidance counselor, librarian, or other supervisor to rate or assess your progress and to make a few notes.

Rating your own progress and making notes offer great opportunities to "see" what you're learning about the world of work and talk about your career ideas with advisors, family, and friends.

"Few things are impossible to diligence and skill."

—Samuel Johnson, 1709-1784

"The great end of life is not knowledge but action."

—Thomas Henry Huxley, 1825-1895



Career Preparation Standard A

PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

◆ Layout Guide

MAINE LEARNING RESULT CATEGORY			
Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess* <i>Student rating of own level</i>	CP Career Preparation A4 Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research. <u>Career Preparation MLR for Middle School students listed in order.</u>	Conjures ideal/dream job, including lifestyle, geographic location, work clothing, and daily activities; researches career fields and job positions for closest match; compares own aspirations, motivation, and aptitudes to career- or job-required, preparation, skills, and experience. <u>How MLR might “look” when done successfully —stated as if already accomplished.</u>	1/Prepare students for job-shadowing experiences. 2/Have students role-play different careers. 3/Discuss and define workplace values. 4/... <u>Ideas for faculty and staff for activities linked to Career Preparation MLR.</u> <u>Adapted from a list prepared by School-to-Work and Guidance staff of Rockland District Schools. (See information on page iii above.)</u>
SUPV Assess* <i>Faculty or other supervisor rating</i>	NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, process/progress, etc.</u>		

***Task Assessment Rating Key**

-
- 1=Does not meet the standard: demonstrates part of the skill part of the time.
 - 2=Partially meets the standard: demonstrates part of the skill all of the time or all of the skill part of the time.
 - 3=**Meets the standard: demonstrates all of the skill all of the time.**
 - 4=Exceeds the standard: demonstrates all of the skill all of the time with increased sophistication.

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation A1 Determine effective workplace behaviors and skills.</p> <p>NOTES</p>	<p>Arrives for school and class prepared, on time, and appropriately dressed; shows respect for self and others; exhibits self-control; uses appropriate language; approaches tasks with optimism and perseverance; shows initiative and eagerness to learn; works effectively among a variety of situations and people; participates in school community; maintains good attendance and follows other school rules/policies; communicates problems to appropriate faculty/administrator; copes with mistakes and failures constructively.</p>	<p>1/Model and emphasize appropriate behavior in small groups. 2/Teach workplace-applicable study skills. 3/Discuss art materials applicable to career, school, art, and reading. 4/Grade workmanship; model behaviors and skills. 5/Emphasize proper library conduct (e.g., returning books on time, renewing promptly). 6/Have students discuss/practice different group skills, such as having a student who writes well take group minutes. 7/Stress need for group members to dress appropriately, listen to others, compromise, understand work rules, and develop guidelines for effective communication. 8/Teach skills in resolving conflicts. 9/Demonstrate work habits that lead to success. 10/Choose productive work roles.</p>
<p>SUPV Assess</p>			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A1, <i>continued</i> Determine effective workplace behaviors and skills. NOTES	Arrives for school and class prepared, on time, and appropriately dressed; shows respect for self and others; exhibits self-control; uses appropriate language; approaches tasks with optimism and perseverance; shows initiative and eagerness to learn; works effectively among a variety of situations and people; participates in school community; maintains good attendance and follows other school rules/policies; communicates problems to appropriate faculty/administrator; copes with mistakes and failures constructively.	11/Evaluate effective work relationships. 12/Identify productive work performances. 13/Clarify classroom rules and have students produce documentation. 14/Introduce importance of on-the-job personality. 15/Discuss importance of daily attendance in the workplace. 16/Have students self-assess personality, interests, ability, and personal values. 17/Have students problem-solve in cooperative learning groups. 18/Explore/role-play individual personalities, interests, and abilities.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A1, <i>continued</i> Determine effective workplace behaviors and skills. NOTES	Arrives for school and class prepared, on time, and appropriately dressed; shows respect for self and others; exhibits self-control; uses appropriate language; approaches tasks with optimism and perseverance; shows initiative and eagerness to learn; works effectively among a variety of situations and people; participates in school community; maintains good attendance and follows other school rules/policies; communicates problems to appropriate faculty/administrator; copes with mistakes and failures constructively.	19/Emphasize basic understanding of math, science, and the ability to reason and read/write correct English. 20/Work on oral communication skills. 21/Work on good interpersonal relationships and their importance in the workplace. 22/Stress knowledge of social economic development. 23/Use BRIDGES program. 24/Establish a Bridge Construction Company (BCS). 25/Have students play a role in BCS, e.g., engineer, builder, accountant, project director.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation A2 Use teamwork strategies and apply communication and negotiation skills to decision-making.</p> <p>NOTES</p>	<p>Demonstrates ability to work cooperatively with others; describes process, situation, or action non-judgmentally; makes decisions based on both objective and important subjective criteria.</p>	<p>1/Develop a job-shadowing program. 2/Explore the decision-making process. 3/Have students practice reaching decisions by consensus. 4/Use cooperative groups for literature study. 5/Have mythology teams compete on speed and quality of projects, e.g., “Race to the Top of Mt. Olympus.” 6/Use small groups for various science labs and activities related to specific topics. 7/Use peer-conferencing. 8/Have students cooperate on group/community stories, typing into a computer for three minutes, then changing computers to add to another student’s story. 9/Have students play various community roles, such as council member, legislator, or engineer, to accomplish community goals.</p>
<p>SUPV Assess</p>			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation A2, <i>continued</i> Use teamwork strategies and apply communication and negotiation skills to decision-making.</p> <p>NOTES</p>	<p>Demonstrates ability to work cooperatively with others; describes process, situation, or action non-judgmentally; makes decisions based on both objective and important subjective criteria.</p>	<p>10/Have students practice listening and discussing ideas with others. 11/Give appropriate praise and recognition. 12/Have students practice disagreeing respectfully. 13/Provide rewards freely. 14/Develop understanding of different stages of human development. 15/Use visual aids in explaining these stages. 16/Invite a guidance counselor to speak to individuals or a group. 17/Identify the ways different people communicate. 18/Have students analyze the effects of non-verbal communication. 19/Demonstrate reflective listening.</p>
<p>SUPV Assess</p>			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation A2, <i>continued</i> Use teamwork strategies and apply communication and negotiation skills to decision-making.</p> <p>NOTES</p>	<p>Demonstrates ability to work cooperatively with others; describes process, situation, or action non-judgmentally; makes decisions based on both objective and important subjective criteria.</p>	<p>20/Explain the importance of direct communication in relating to others. 21/Distinguish between passive, assertive, and aggressive behaviors. 22/Assess groups according to their ability to work cooperatively as a team. 23/Use BRIDGES program. 24/Review various bridge designs and select a design that will best meet the criteria of structural integrity, cost, and time to build.</p>
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation A3 Demonstrate an understanding of the characteristics of a successful business.</p> <p>NOTES</p>	<p>Researches 2-3 real or typical local businesses: by interviewing business, bank, or business-related organization (e.g., SCORE [Service Corps of Retired Executives], SBA [Small Business Administration], MMPA [Maine Metal Products Association], city official) or through newspaper or other media research; creates basic/model business plan.</p>	<p>1/Prepare students for job-shadowing experiences. 2/Use class discussions and videos. 3/Take field trips to museums, galleries, and workplaces. 4/Relate science and social studies activities to concept of supply and demand and processes of patenting, copyrighting, and selling an invention. 5/Identify successful businesses in the community. 6/Invite businesspeople to discuss successful strategies they've used. 7/Discuss the value of appropriate behavior and dress for various types of businesses. 8/Examine entrepreneurship. 9/Describe the characteristics of a successful entrepreneur.</p>
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation A4 Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.</p> <p>NOTES</p>	<p>Conjures ideal/dream job, including lifestyle, geographic location, work clothing, and daily activities; researches career fields and job positions for closest match; compares own aspirations, motivation, and aptitudes to career- or job-required preparation, skills, and experience.</p>	<p>1/Prepare students for job-shadowing experiences. 2/Have students role-play different careers. 3/Discuss and define workplace values. 4/Explore self-awareness. 5/Have students research and present biographies of famous artists; discuss connections between interest/talent and career choice. 6/Emphasize respect for peers and their interests, talents, and opinions. 7/Use the Internet. 8/Invite guest speakers. 9/Discuss how good work habits and a positive attitude lead to successful relationships among peers.</p>
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation A4, <i>continued</i> Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.</p> <p>NOTES</p>	<p>Conjures ideal/dream job, including lifestyle, geographic location, work clothing, and daily activities; researches career fields and job positions for closest match; compares own aspirations, motivation, and aptitudes to career- or job-required, preparation, skills, and experience.</p>	<p>10/Evaluate the importance of self-assessment in career planning. 11/Assess personal interests, values, skills, and expectations about work in relation to career planning. 12/Describe the use and value of leisure time. 13/Explore keyboarding and discuss word processing projects, integrating skills and interests. 14/Discuss interests, abilities, and personalities and how they impact career choices. 15/Identify strengths and weaknesses. 16/Define personal values. 17/Use BRIDGES program. 18/Have students role-play positions with a company, e.g., engineer, carpenter, accountant.</p>
SUPV Assess			

Career Preparation Standard B

EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals. Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation B1 Develop a personal portfolio that contains critical personal, educational, and career information.</p> <p>NOTES</p>	<p>Collects important school and relevant personal information across subject and activity areas to provide a self-portrait; organizes information in presentation format; includes career research and career-testing results; keeps portfolio up to date.</p>	<p>1/Assemble student folders from a career unit. 2/Have students prepare self-evaluation booklets. 3/Have students develop personal biographies. 4/Discuss resumes. 5/Provide guidelines for developing resumes. 6/List career goals. 7/Identify/develop educational needs. 8/Help students devise plans to meet educational goals. 9/Discuss importance of self-assessment for career planning. 10/Have students assess personal interests, values, skills, and work expectations in relation to career planning.</p>
SUPV Assess			

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation B2 Compare workplace environments and the education required for different occupations.</p> <p>NOTES</p>	<p>Investigates one or more fields of interest; notes career ladder for each field and corresponding education and experience needed.</p>	<p>1/Prepare job-shadowing program experiences. 2/Hold career nights for students to investigate several career options. 3/Arrange on-site visitations. 4/Give timed warm-ups using short selections on various topics including different occupations. 5/Have students use computers and books to research various careers. 6/Discuss students’ career ideas and preparation needed; use own experience as an example. 7/Discuss training/education timelines. 8/Have students set and meet goals. 9/Discuss working with and sharing with others. 10/Emphasize following rules and understanding directions.</p>
SUPV Assess			

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals. Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation B2, <i>continued</i> Compare workplace environments and the education required for different occupations.</p> <p>NOTES</p>	Investigates one or more fields of interest; notes career ladder for each field and corresponding education and experience needed.	11/Discuss types of careers. 12/Review sources of career information. 13/Have students research traditional and non-traditional careers. 14/Talk about factors affecting career choices. 15/Have students identify opportunities for job preparation education/training. 16/Discuss/evaluate barriers to employment. 17/Have students establish long- vs. short-term career goals.
SUPV Assess			

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation B3 Integrate school- and work-based experience to identify possible initial career goals.</p> <p>NOTES</p>	<p>Participates in company tours and job shadows and finds other opportunities, as possible, to see people in different work settings or to talk to people about their daily work activities.</p>	<p>1/Arrange student job-shadows. 2/Have students evaluate on-site visits and workplaces. 3/Introduce projects using a variety of programs and compare how each program works in different situations. 4/Compare education needed by people in the past to education needed today. 5/Have students relate courses passed to career goals and determine courses needed. 6/Bring in guest speakers. 7/Discuss/evaluate factors affecting career choices.</p>
SUPV Assess			

Career Preparation Standard C

INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation C1 Research the need for ethical and legal standards concerning the application of technology (including communication systems, product liability, copyright/patent, and safety).</p> <p>NOTES</p>	<p>Chooses technology of interest (e.g., jet skis, virtual reality, cloning) and investigates pros and cons for industry and society.</p>	<p>1/Assign research papers. 2/Require footnotes and a bibliography. 3/Discuss plagiarism. 4/Discuss the significance of copyrights. 5/Have students find ethical and legal standards in the US Constitution. 6/Discuss the ethics and implications of copying software programs without purchasing a license. 7/Assign research papers emphasizing the difference between note-taking and plagiarism and the importance of documenting sources. 8/Invite guest speakers to discuss ethics on the Internet. 9/Demonstrate how to properly cite sources of information.</p>
<p>SUPV Assess</p>			

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation C1, <i>continued</i> Research the need for ethical and legal standards concerning the application of technology (including communication systems, product liability, copyright/patent, and safety).</p> <p>NOTES</p>	<p>Chooses technology of interest (e.g., jetskis, virtual reality, cloning) and investigates pros and cons for industry and society.</p>	<p>10/Develop understanding of how to be safe and how to safeguard others. 11/Explain the impact of technological advancements on the family. 12/Describe the consequences of technological advancement. 13/Discuss/evaluate ethical issues related to technological advancement. 14/Have students analyze the use of label/disclaimer information in purchasing consumer goods and services. 15/Discuss laws influencing labeling. 16/Explain types of warranties and guarantees. 17/Examine the impact of consumer fraud.</p>
SUPV Assess			

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation C2 Research recent technological developments and predict their possible spin-offs.</p> <p>NOTES</p>	<p>Chooses invention or discovery of interest (e.g., e-business, double-helix, astroturf); outlines progress from invention or discovery to general use/acceptance, including possible future(s).</p>	<p>1/Have students study the novel <i>Flowers for Algernon</i>. 2/Offer a computer course in applied art. 3/Incorporate current events. 4/Discuss the impact of computers and the Internet on art and technological uses for art. 5/Talk about the effect of the Internet and other electronics-age tools on the ability to do research. 6/Help students plan for transition and change. 7/Discuss the impact of a changing global society. 8/Discuss the impact of non-workers on society. 9/Have students analyze personal roles in caring for the environment. 10/Have students compare/contrast natural vs. technological resources. 11/Discuss the progress of information technology from typewriters to word processors to publishing, graphic arts/drawing, and photo/video software.</p>
<p>SUPV Assess</p>			

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation C3 Use academic knowledge and skills to solve career-related problems.</p> <p>NOTES</p>	<p>Applies academic knowledge to a genuine problem in area of interest, such as using principles of geology to explain and potentially correct poor drainage on school property or using a math spreadsheet to forecast/track money needed/raised for a town project.</p>	<p>1/Discuss the impact of keyboarding on careers. 2/Develop a career prep program. 3/Have students use sketchbooks to plan out options and brainstorm solutions to problems. 4/Help students find answers to their questions. 5/Have students develop specific solutions to given problems. 6/Have students try their solutions in real-life situations. 7/Discuss specific educational institutions designed for a specific educational goal, e.g., charter schools, technical schools, and technical colleges. 8/Have students apply various problem-solving skills.</p>
<p>SUPV Assess</p>			

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation C3, <i>continued</i> Use academic knowledge and skills to solve career-related problems.</p> <p>NOTES</p>	<p>Applies academic knowledge to a genuine problem in area of interest, such as using principles of geology to explain and potentially correct poor drainage on school property or using a math spreadsheet to forecast/track money needed/raised for a town project.</p>	<p>9/Have students identify and evaluate ways to resolve problems. 10/Discuss and have students apply interpersonal skills. 11/Discuss how to apply good citizenship skills at home, school, and in the community. 12/Help students learn/practice effective communication. 13/Relate collecting, organizing, and analyzing research data in biotechnology, marketing, or other industry to needed academic preparation/skills. 14/Discuss how bar graphs are used and compared.</p>
SUPV Assess			

Career Preparation Standard D

BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation D1 Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices.</p> <p>NOTES</p>	<p>Traces own, historical, or other family back at least three generations; relates family member(s) level of education, economic and social status, family and other pertinent circumstances to type of work performed; notes degree of choice individual(s) had in work/career and why.</p>	<p>1/Discuss a career preparation program. 2/Have students prepare a family "Job Tree." 3/Review a famous artist's life. 4/Discuss how to balance motherhood/fatherhood, work, and community life. 5/Help students understand how history and traditions affect career choice. 6/Talk about family/school environmental factors and their impact on work/play habits and career opportunities. 7/Discuss how economic issues affect individual wants and needs. 8/Talk about the role and function of family. 9/Have students assess the importance of family roles and functions. 10/Compare/contrast the US economic system to that of the former Soviet Union. 11/Read and discuss <i>Animal Farm</i>. 12/List advantages and disadvantages of owning a computer vs. using someone else's.</p>
SUPV Assess			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation D2 Understand and apply theories of child development and human behavior.</p> <p>NOTES</p>	<p>Explains Maslow’s Hierarchy of Needs, differences in individual learning style and school readiness; demonstrates understanding of how these factors can affect school experiences, and in turn, an individual’s aspirations, attitudes, and actions.</p>	<p>1/Discuss the importance of caring for children responsibly. 2/Identify the role of play in child development. 3/Discuss compassion for others. 4/Help students understand different stages of human development. 5/Use visual aids to enhance explanations. 6/Invite guidance counselors to speak to groups/individuals. 7/Discuss the role of computers vs. personal interactions when needing help with schoolwork.</p>
SUPV Assess			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation D3 Demonstrate an understanding of budgeting and the use of financial tools and services.</p> <p>NOTES</p>	<p>Sets personal or group financial goal and timeframe for achieving it; uses realistic estimate of income and expenses, including in-kind resources and other assets and liabilities; plans steps for reaching goal on time, including how progress will be tracked and rewarded.</p>	<p>1/Review costs associated with career preparation. 2/Give a reality-check exercise on salary and budget wishes. 3/Discuss budgeting art supplies for a project as a financial concern to artists. 4/Discuss losing a schoolbook and the cost of replacing it. 5/Explain the benefits of good budgeting. 6/Have students practice using various budgeting tools available to the public. 7/Talk about saving as a way to help meet educational and career goals. 8/Have students develop individual goals for success and long-term strategies for achieving them.</p>
<p>SUPV Assess</p>			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation D3, <i>continued</i> Demonstrate an understanding of budgeting and the use of financial tools and services.</p> <p>NOTES</p>	<p>Sets personal or group financial goal and timeframe for achieving it; uses realistic estimate of income and expenses, including in-kind resources and other assets and liabilities; plans steps for reaching goal on time, including how progress will be tracked and rewarded.</p>	<p>9/Provide opportunities for demonstrating financial responsibility and integrity. 10/Help students develop an effective personal budget. 11/Compare/contrast various financial services, such as those provided by banks, credit unions, savings & loan institutions, insurance and accounting firms; and investment brokers. 12/Evaluate ways to pay for goods and services. 13/Discuss salary vs. expenses. 14/Discuss cost and maintenance of equipment and needs vs. wants.</p>
SUPV Assess			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation D4 Develop strategies to balance multiple responsibilities and conflicting priorities.</p> <p>NOTES</p>	<p>Manages time effectively; recognizes various demands on time and need for balancing work with personal, family, and community activities; schedules tasks according to importance, deadline, and balance.</p>	<p>1/Talk about positive and negative personality traits. 2/Have students allocate/budget time according to homework, sports or other school/community activities, and family. 3/Have students talk to parents about family responsibilities. 4/Discuss adult strategies for prioritizing commitments. 5/Review goal-setting as an aid for making responsible choices/decisions. 6/Have students apply personal management skills. 7/Compare/contrast student priority management strategies. 8/Have students apply problem-solving skills in a variety of situations. 9/Talk about the importance of communicating effectively. 10/Use lessons from published career preparation programs. 11/Help students schedule long-term assignments in interim steps for on-time completion. 12/Discuss the pressures inherent in having many things due at the same time.</p>
<p>SUPV Assess</p>			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p>	<p>CP Career Preparation D5 Assume personal responsibility during their time in school.</p> <p>NOTES</p>	<p>Takes school and schoolwork seriously; treats faculty, administrators, other students, and school guests with courtesy and consideration; demonstrates understanding that knowledge and skill increase opportunity.</p>	<p>1/Nag students to take responsibility for actions/learning. 2/Use lessons from published career preparation programs. 3/Role-model personal responsibility. 4/Help students develop set times for schoolwork. 5/Talk about the proper times for socializing. 6/Ask successful students to tell how they organize/balance their time. 7/Role-model behaviors that contribute to success in school. 8/Have students demonstrate work habits that lead to success. 9/Discuss and role-model values and attitudes about work that lead to productive work roles.</p>
<p>SUPV Assess</p>			

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
 Students will be able to—

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation D5, <i>continued</i> Assume personal responsibility during their time in school.</p> <p>NOTES</p>	<p>Takes school and schoolwork seriously; treats faculty, administrators, other students, and school guests with courtesy and consideration; demonstrates understanding that knowledge and skill increase opportunity.</p>	<p>10/Have students identify reasons why people work and discuss advantages/disadvantages of work. 11/Use peer tutoring and online tutorials to help students use school time effectively. 12/Require completion of homework on time. 13/Discuss academic and behavior contracts. 14/Talk about how good it feels to be organized and on time. 15/Emphasize the importance of makeup assignments. 16/Ask students for ideas on using tutorials effectively.</p>
SUPV Assess			

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CAREER PREPARATION FOR MIDDLE SCHOOL STUDENTS

Section Contents

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Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*

2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

3=Meets the standard: *demonstrates all of the skill all of the time.*

4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

“All students need to learn, at least at some level, how to investigate like
a scientist, evaluate like an historian, reason like a mathematician,
and communicate like a writer and an artist.”

—*Preface, Maine Learning Results*

MLR Standards : English Language Arts

A. PROCESS OF READING85
 Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

C. LANGUAGE AND IMAGES87
 Students will demonstrate an understanding of how words and images communicate.

D. INFORMATIONAL TEXTS88
 Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

E. PROCESSES OF WRITING AND SPEAKING89
 Students will demonstrate the ability to use the skills and strategies of the writing process.

F. STANDARD ENGLISH CONVENTIONS90
 Students will write and speak correctly, using conventions of standard written and spoken English.

G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING..... 91
 Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

H. RESEARCH-RELATED WRITING AND SPEAKING92
 Students will work, write, and speak effectively in connection with research in all content areas.

Career Preparation Links

A/PREPARING FOR THE FUTURE
 Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING
 Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

◆ Layout Guide

MAINE LEARNING RESULT			
Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess* <i>Student rating of own level</i>	ELA English Language Arts A9 Explain orally and defend opinions formed while reading and viewing. <u>Relevant academic MLR for Middle School students listed in order, according to the Section Checklist above.</u>	Demonstrates ability to decide own views and support those views with objective evidence. <u>How MLR might “look” when done successfully —stated as if already accomplished.</u>	<u>Space for faculty and staff ideas for career preparation activities linked to academic MLR.</u>
SUPV Assess* <i>Faculty or other supervisor rating</i>	NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, process/progress, etc.</u>		

*Task Assessment Rating Key

- 1=Does not meet the standard: demonstrates part of the skill part of the time.
- 2=Partially meets the standard: demonstrates part of the skill all of the time or all of the skill part of the time.
- 3=**Meets the standard: demonstrates all of the skill all of the time.**
- 4=Exceeds the standard: demonstrates all of the skill all of the time with increased sophistication.

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts A1 Formulate questions to be answered while reading. NOTES	Skims text to locate desired information.	
SUPV Assess			
SELF Assess	ELA English Language Arts A2 Reflect on what has been discovered and learned while reading, and formulate additional questions. NOTES	Demonstrates newly acquired knowledge and one or more possible directions for further research.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts A8 Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).</p> <p>NOTES</p>	<p>Demonstrates ability to read and understand diverse texts, such as research summaries, job and college applications, how-to manuals, biographies, travelogues, recipes, and newspapers.</p>	
SUPV Assess			
SELF Assess	<p>ELA English Language Arts A9 Explain orally and defend opinions formed while reading and viewing.</p> <p>NOTES</p>	<p>Demonstrates ability to decide own views and support those views with objective evidence.</p>	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts C3 Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).</p> <p>ELA English Language Arts C4 Use knowledge of the fundamental parts of speech when writing and speaking.</p> <p>NOTES</p>	<p>Writes pieces and gives oral presentations that demonstrate clear and correct use of language.</p>	
SUPV Assess			
SELF Assess	<p>ELA English Language Arts C5 Demonstrate an understanding of the concept of propaganda.</p> <p>NOTES</p>	<p>Recognizes when communication is designed to manipulate rather than inform, such as advertising vs. independent product review or political claims vs. voting record.</p>	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts D1 Seek appropriate assistance when attempting to comprehend challenging text.</p> <p>ELA English Language Arts D2 Identify useful information-organizing strategies.</p> <p>ELA English Language Arts D3 Identify both the author’s purpose and the author’s point of view when reading expository information.</p> <p>ELA English Language Arts D4 Identify different ways in which informational texts are organized.</p>	<p>Locates career information in area(s) of interest using headings, indexes, Internet search queries, and other such tools; outlines and summarizes information; looks up technical terms to ensure understanding; demonstrates awareness of possible bias; seeks help as needed; relates new-found knowledge across academic content areas.</p> <p>NOTES</p>	
SUPV Assess	<p>ELA English Language Arts D5 Produce and support generalizations acquired from informational text.</p> <p>ELA English Language Arts D6 Describe new knowledge presented in informational texts and how it can be used.</p> <p>ELA English Language Arts D7 Identify common technical terms used in informational texts.</p> <p>ELA English Language Arts D8 Use the various parts of a text (index, table of contents, glossary) to locate specific information.</p>		

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts E2 Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</p> <p>NOTES</p>	<p>Determines purpose of written piece, such as a letter to a local company official requesting a job tour; outlines content of piece, such as why the request is being made to that particular company; writes and edits piece to ensure clarity, brevity, and impact according to intended purpose.</p>	
SUPV Assess			
SELF Assess	<p>ELA English Language Arts E3 Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.</p> <p>NOTES</p>	<p>Critiques guest-speaker, classmate, or other presentation for interest, relevance, and delivery; restates main points and gives own reactions to information learned; notes why presentation was effective or how it could have been improved.</p>	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
<p>SELF Assess</p> <hr/> <p>SUPV Assess</p>	<p>ELA English Language Arts F1 Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> • no significant errors in the use of nouns, pronouns, and adjectives. • few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases. • attention to the proper use of conjunctions. • no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words. • no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities). • no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks. • attention to the correct use of commonly confused terms (e.g., affect and effect). • attention to the proper use of italics, marginal notes, and footnotes. 	<p>Demonstrates command of spelling and basic mechanics of English in portfolio pieces, career research papers, ideal job descriptions, and other career-related written work.</p> <p>NOTES</p>	

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts F2 Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</p> <p>ELA English Language Arts G10 Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).</p>	<p>Delivers oral presentations with or without outline or notes; introduces topic/subject; states presentation purpose/goal and key point(s); supports point(s) with factual and anecdotal evidence; summarizes presentation [“Tell them what you’re going to tell them, tell them, then tell them what you’ve told them.”]; holds audience attention; answers audience questions appropriately.</p>	
SUPV Assess	NOTES		

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) *Research-related writing and speaking*

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA English Language Arts H8 Make limited but effective use of primary sources when researching topics.</p> <p>ELA English Language Arts H9 Explain the importance of primary sources in evaluating the validity and reliability of collected information.</p>	Interviews one or more people who actually work in area(s) of interest to determine necessary educational preparation, helpful personal traits, and day-to-day work activities; compares to career information from secondary sources.	
SUPV Assess	NOTES		
SELF Assess	<p>ELA English Language Arts H10 Demonstrate initial understanding of proper attribution (e.g., footnotes).</p>	Distinguishes between original ideas/words and plagiarism.	
SUPV Assess	NOTES		

MLR Standards : Health & Physical Education

Health

C. HEALTH PROMOTION AND RISK REDUCTION.....94
 Students will understand how to reduce their health risks through the practice of healthy behaviors.

Physical Education

C. PERSONAL AND SOCIAL INTERACTIONS.....94
 Students will demonstrate responsible personal and social behaviors in physical activity settings.

Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*
2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*
3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE
 Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING
 Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

D/BALANCING RESPONSIBILITIES
 Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

H&PE00 – HEALTH & PHYSICAL EDUCATION Health : C.) Health promotion and risk reduction Physical Education : C.) Personal and social interactions			
Task	MIDDLE SCHOOL MAINE LEARNING	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
Rating			
RESULT			
SELF Assess	<p>H&PE Health Education C1 Explain the importance of assuming responsibility for personal health.</p> <p>H&PE Health Education C4 Develop injury prevention and response strategies for personal safety, including first aid.</p> <p>H&PE Health Education C5 Demonstrate ways to avoid or change situations that threaten personal safety.</p>	<p>Investigates safety precautions at a place of work, such as a construction site, laboratory, or office; distinguishes between the employer’s responsibility to provide safe working conditions and the employee’s responsibility to follow safety procedures; describes a possible hazardous situation and determines how to deal with it; lists some preventive measures already in place and suggests others.</p>	
SUPV Assess	<p>H&PE Physical Education C6 Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.</p> <p>H&PE Physical Education C7 Apply a decision-making process to the safety of themselves and others in activity settings.</p>	<p>NOTES</p>	

MLR Standards : Mathematics, Science & Technology

Mathematics

A. NUMBERS AND NUMBER SENSE.....96
 Students will understand and demonstrate a sense of what numbers mean and how they are used.

Science & Technology

K. SCIENTIFIC REASONING.....97
 Students will learn to formulate and justify ideas and to make informed decisions.

L. COMMUNICATION97
 Students will communicate effectively in the applications of science and technology.

Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*
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3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE
 Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING
 Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

M00 – MATHEMATICS
 A.) Numbers and number sense

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics A4 Represent numerical relationships in graphs, tables, and charts. NOTES	Presents career information visually as appropriate, e.g., predicted job growth in various categories, percentage of job types available in the local or regional economy.	
SUPV Assess			

S&T00 – SCIENCE AND TECHNOLOGY K.) Scientific Reasoning L.) Communication			
Task Rating RESULT	MIDDLE SCHOOL MAINE LEARNING	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	S&T Science & Technology K6 Support reasoning by using a variety of evidence. NOTES	Explains career field of interest in terms of personal likes and dislikes, skills and abilities, talents and aptitudes, academic and technical preparation, current job availability, and potential for growth.	
SUPV Assess			
SELF Assess	S&T Science & Technology L5 Access information at remote sites using telecommunications. NOTES	Uses the Internet to locate needed information.	
SUPV Assess			

MLR Standards : Social Studies – Economics

A. PERSONAL AND CONSUMER ECONOMICS99
 Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

B. ECONOMIC SYSTEMS OF THE UNITED STATES 100
 Students will demonstrate an understanding of how words and images communicate.

C. COMPARATIVE SYSTEMS 102
 Students will analyze how different economic systems function and change over time.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE..... 103
 Students will understand the patterns and results of international trade.

Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*

2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

3=Meets the standard: demonstrates all of the skill all of the time.

4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE
 Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING
 Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
 C.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics A1 Analyze how scarcity affects individuals’ decisions about production and consumption of goods and services.</p> <p>NOTES</p>	<p>Demonstrates understanding that scarcity has an effect on cost and perceived value of goods and services and that economic scarcity and abundance can be relative terms depending on the demand or market for an item or service.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics A2 Identify and analyze the factors that contribute to personal spending and savings decisions.</p> <p>SS Economics A3 Use an example to show how incentives affect economic decisions (e.g., tax-deferred savings plans, a fast food restaurant’s discount promotion).</p> <p>NOTES</p>	<p>Determines a specific amount of money (actual or theoretical), allocates/plans how to use it to accomplish specific goals within a specific timeframe, such as buying holiday presents for family members, redecorating a room, or buying clothing and equipment for a trip; records each item purchased/identified, what reasoning led to each decision, and the consequences of the decision in terms of goals and money remaining; compares results to original plan; evaluates financial planning process used.</p>	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
 C.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics B1 Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.</p> <p>NOTES</p>	<p>Interviews local business owners about why they offer certain goods/services, what the price markup is, and the percentage of transactions in cash vs. credit; determines profit-and-loss factors that can be more or less controlled, such as markup and product line, and those over which the owner has no control, such as weather, accident, or illness.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics B2 Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? How? And for whom?</p> <p>NOTES</p>	<p>Chooses a product, activity, or technology that has become widely accepted in a relatively short period of time (e.g., the cell phone, snowboarding, industrial robots) and compares price and demand when introduced to current price and demand; gives at least two reasons for a change in either price or demand and notes the effect of one on the other.</p>	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
 C.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics B3 Identify how the fundamental characteristics of the United States’ economic system (e.g., private property, profits, competition, and price system) influence economic decision-making.</p> <p>NOTES</p>	<p>Researches various media or questions a guest speaker, family member, neighbor, or other knowledgeable person about how a capitalist system works vs. a socialist or communist system; compares/contrasts one system to another.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics B4 Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.</p> <p>NOTES</p>	<p>Correlates Maine’s cycles of prosperity and recession to major political events since statehood or over a significant period of time; traces the impact of Maine’s geography on opportunities for trade, such as during the Age of Sail or as the “end of the line” for railroads and trucking; compares the significance of geography in the past to current opportunities due to advancements in information technology and telecommunications.</p>	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
 B.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics B5 Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).</p> <p>NOTES</p>	<p>Represents the structure of an economy, industry, or company using an organization chart or other visual representation to show roles/responsibilities/jobs, interrelationships, and the significance of various segments or positions.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics C1 Describe the characteristics of traditional, command, market, and mixed economic systems.</p> <p>NOTES</p>	<p>Compares “textbook” characteristics to examples of economic systems in practice, e.g., China’s “one country, two systems” (communism for the mainland, capitalism for Hong Kong), Sweden’s social welfare state, or the United States before and after the Great Depression; explains how an economic system can nurture or hinder various careers, e.g., entrepreneur, doctor, lawyer, bureaucrat, banker, farmer, travel agent, athlete, scientist.</p>	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
C.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics C2 Compare how different economies meet basic wants and needs over time.</p> <p>NOTES</p>	<p>Traces evolution of trade/exchange of goods and services from barter to money to credit card, and the degree of government control in different societies, such as Egypt under the Pharaohs, feudal Europe, Native American tribes before the arrival of Caucasians, Cuba under Fidel Castro, and the US today.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics D1 Describe how changes in transportation and communication technologies have affected trade over time.</p> <p>NOTES</p>	<p>Makes a timeline to show the evolution of transportation and communication from one historical period to another, e.g., horses and wagon trains to automobiles and trucks, steam-powered railroads to bullet trains, schooners to supertankers, biplanes to supersonic jets, Pony Express to FedEx; notes impact of the Panama and Suez canals, interstate highways, airport construction, the telegraph and telephone, fax machines, and the Internet on the “size” of the world and the implications for productivity, international trade/travel, and international study/work/career experience.</p>	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States
 D.) Comparative systems D.) International trade and global interdependence

Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics D2 Evaluate how world trade issues can affect a nation’s economy and how trade can influence and transform societies.</p> <p>NOTES</p>	<p>Compares a country in a relatively isolated period of its history, such as England before the Crusades or Japan at the beginning of the 19th century, to the world position of that country today; relates current percentage of imports and exports to the total economy, what subjects/languages are currently emphasized in schools, and approximately how many or what percentage of students study abroad.</p>	
SUPV Assess			
SELF Assess	<p>SS Economics D3 Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan’s focus on consumer electronics).</p> <p>NOTES</p>	<p>Identifies a country and one of its most prized products, services, or attributes, such as Thai silk, Argentine cattle, or German engineering; finds out why this is so, in terms of resources, market demand, and the skills and abilities of its people.</p>	
SUPV Assess			

MLR Standards : Visual & Performing Arts

C. CRITICISM AND AESTHETICS 106
Students will reflect upon and assess the characteristics and merits of art works.

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Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

V&PA00 – VISUAL & PERFORMING ARTS C.) Criticism and aesthetics			
Task Rating	MIDDLE SCHOOL MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	V&PA C6 Critique their own work and the work of others based upon an aesthetic criterion. NOTES	Reviews format/appearance or presentation of paper/work/product to ensure that it is clear and appropriate, assists understanding of the intended audience, and enhances appeal.	
SUPV Assess			

See Form A (Tabs/Parts 1-3) for the High School document arranged in order of the career-development process.

See Form B (Tabs/Parts 4-5) for the High School document arranged in order of Maine Learning Results.

See Form C (Tabs/Parts 1-2) for the Grades 3-4 document arranged in order of Maine Learning Results.

See Form X for *Appendixes A, B, & C* (common to all documents in this series).

APPENDIX A : *Annotated List of Resources*

APPENDIX B : *Annotated List of Internet Sites*

APPENDIX C : *Glossary of Career-Related Terms*

Appendixes D & E in the original publication are not available online.

APPENDIX D*

Maine Learning Results Class Activities for Career Preparation K-12
Rockland District Schools: January 2000

APPENDIX E*

Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12
Region 8 Cooperative Board of Education: February 1998

*Copies can be obtained from—

Curriculum Resource Center of Maine

200 Hogan Road ♦ Bangor, ME 04401
tel 942-1311 ♦ fax 942-1391



Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult with Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.